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ABSTRACT

A study surveyed 64 teaching credential candidates in secondary school English, journalism, and reading at a large public university, to determine their motivation for entering the teaching profession. The study sought to confirm or refute the popular notion that students choose teaching because they cannot qualify for a "better" career. The responses were divided into two groups: those listing positive and those listing negative motives. The results indicated that 20% of the respondents did, in fact, admit to having motives for pursuing a teaching career consistent with negative stereotypes of teachers. These motives, however, were not statistically correlated with age, sex, or grade point average. The remaining 80% of respondents indicated that teaching was a long-standing, preferred occupation choice. In addition, these respondents had grade point averages exceeding 3.0 on a 4.0 scale. The results refute the popular opinion that teachers are academically inferior and uncommitted. (The questionnaire and individual responses to the motivation question are included.) (HTH)

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Motives for Earning a Secondary Teaching Credential: A Study of English/Language Arts Student Teachers

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ABSTRACT

Sixty-four student teachers in three consecutive semesters preparing for English, journalism, and reading credentials were given a questionnaire asking them to identify their reasons for choosing education as a potential profession. In addition, they were asked to report their age, G.P.A., likelihood of teaching as a career,and expectations for job satisfaction. The main purpose of the study was to refute or validate popular wisdom that today's teachers are intellectually inferior, uncommitted, unambitious, and unable to succeed in other more-preferred vocations.

The analysis indicated that twenty percent of the students did, in fact, admit to having motives for pursuing a teaching credential consistent with negative stereotypes of teachers. These motives, however, were not statistically correlated with age, sex, or G.P.A. The other eighty percent indicated that teaching was a long-standing, preferred occupation, and had G.P.A.'s exceeding 3.0 on a 4.0 scale.

Motives for Earning a Secondary Teaching Credential:

A Study of English/Language Arts Student Teachers

Many stereotypes surround those choosing teaching as a profession in the 1980's. "If you can't do, teach..." "Education majors today are different from past groups...." "Teachers today lack the dedication and competence of the 'Good Ole' Days...." That these beliefs may be a result of selective remembering does not negate recent research that indicates today's education students have lower mean SAT scores than their peers in other colleges, that talented women and minorities are choosing alternative fields, and that administrators see a need for competency testing as a prerequisite to employment (See bibliography). Whereas, the teacher one fondly remembers may not have been the paragon of knowledge and virtue that memory recollects in no way denies the reality that public confidence in teachers seems to be slipping away, teachers' salaries in some cases are remaining stagnant because communities think teachers are 'not worth more' and gifted college students are avoiding teaching because it lacks financial reward, status, and respect.

Those of us concerned with teachers as well as the future of the profession have a responsibility to address the claims "Why Teachers Can't Teach" (Lyons, 1979). If the prevailing wisdom is accurate, we need to adjust our teacher training programs, our entrance and exit requirements, and our career counseling efforts. If, on the other hand, public opinion is based on the exceptional few, then we need to make an effort to combat the stereotyping eroding the profession's morale. We need to confront the questions: Who is choosing to earn a teaching credential? Why are students entering the

teaching profession; what career expectations do they have; what commitments are they willing to accept?

Basically, this study is concerned with secondary student teachers' perceptions of their motives for earning a teaching credential. More specifically, I was interested in whether pre-service teachers' reasons corresponded with claims of the popular press---that students choose teaching because they are not capable of qualifying for a "better" career. For the purposes of this study, I have termed such claims as negative-detrimental-stereotypes(NDS).* Although motives do not predict behavior--we cannot establish a relationship between motives and successful, effective teaching--individuals' self-perceptions can exert tremendous influence on self-satisfaction, commitment and attitudes (Allport, 1935; Bloom, 1971; Festinger, 1957; Postman, 1948).

Method

Subjects

The subjects in this study were secondary English/journalism/reading credential candidates at a large (approximately 50,000 students), public,

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* I recognize that positive stereotyping can be as detrimental as negative stereotyping. For example, the POSITIVE-detrimental-stereotype that teachers are altruistic, nurturant, self-denying individuals who teach for psychic reward not wages has done as much to keep teachers poor as any negative evaluations of their competence. Furthermore, negative-BENEFICIAL-stereotypes might be something like "teachers are serious, no-nonsense, strict individuals."

state university. Admittedly, limiting the subjects to language arts teachers minimizes the generalizability of the study; however, in most large colleges of education, at the secondary level, the English language arts credential programs are the largest. Therefore, though this study may not describe math, science, foreign language, or social studies teachers, et al., it still profiles a large segment of pre-service secondary teacher candidates. Furthermore, at the secondary level, much of the negative stereotyping of teachers is aimed at English teachers. In his often quoted article, Gene Lyons (1979; 1980) frequently focuses on English teachers as unable to write, discuss literature in depth, punctuate, or read.

On the other hand, because of the size, prestige (the main campus of the state of Texas college/university system) and admission standards (top 10% of students' graduating class) of the University of Texas, Austin, the students in this study probably represent a select rather than random group of students. Nevertheless, they are, most likely, comparable to secondary English credential candidates at similar institutions across the country. This group of students is also significant in that Texas is one of the "boom" states in the Sun Belt where teaching jobs are still plentiful. Any of the students from this sample willing to relocate will be hired upon completion of the requirements; the potential for impact of this group on one of the most populous states in the U.S. is considerable even though other state colleges train larger numbers of secondary English teachers.

Finally, the sample (N=64) includes every prospective English teacher pursuing a credential at this institution for three consecutive semesters who completed a questionnaire. There is no reason to believe this group is significantly different from those immediately preceding or following it.

By and large, the students enrolled in the methods/student teaching semester are evenly distributed between liberal arts majors and education majors. Both groups have exact or comparable courses in literature, language, composition, and education courses. Liberal arts majors are required to have a foreign language, additional mathematics requirement, etc.

Table 1 reflects the group's mean ages, self-reported, G.P.A., and sex. One student chose not to include his age and G.P.A. though his questionnaire was retained in the sample.

Table 1
Subjects' Sex, Age, G.P.A.

	M	F	Mean Age	Mean G.P.A.
N = 64	13	51	23.9	3.2

Materials and Procedures

On the first day of class, during the first half hour, each student was asked to anonymously complete a questionnaire (Appendix I). When using any self-reporting measure the investigator is limited by the honesty, self-knowledge and level of cooperation of respondents; though two people may hold the same views, their responses may reflect very different information because of different attitudes about questionnaires, wishes to please the examiner, etc. Nevertheless, researchers frequently overlook a very rich source of information--the subject him/herself.

Analysis of the Data

The data from this study is largely descriptive; that is, I was concerned with deriving a profile, if one exists, of the 'typical' beginning secondary language arts teacher's career motives. Moreover, I was concerned with verifying or denying the "admitted" existence of negative-detrimental-stereotypical motives. Additional questions on the questionnaire were used to reinforce my evaluations of students' answers to question 4, as well as to compare and contrast students described as holding NDS motives with the group as a whole. However, this study focuses on the findings of questions 1 through 5.

After collating the data for the entire group (Appendices II and III), I sorted the students' responses to question 4 into two large categories: those expressing general positive motives for teaching: For example,"...I have always wanted to be a teacher as long as I can remember...(#4)". By and large, the answers in this category could describe any profession. One could easily say: "I have always wanted to be a doctor, firefighter, accountant...." Other responses in this category are those similar to: "It's a means of having an impact on people's lives....(#32)" or "I like young people....(#55)"; "I enjoy teaching (#18)"; "I believe I can be good at it (#15)."

The second group of questionnaires included those having negative-detrimental-stereotypical answers to question 4. For example, student #2 wrote "I shot my other options (acccidentally)." Altogether 13 papers were identified as fitting into this general category. Two independent judges also categorized the responses into positive, negative, and ambivalent categories. Though the judges placed more individuals into the ambivalent

category than did the principal investigator, all three agreed 100% on those responses put into the negative category.

Additionally, the negative category was broken down into three subcategories: Perceives self as having no other options; perceives teaching as a "back-up" option; perceives teaching as meeting non-professional personal needs. Then the 13 questionnaires were sorted into the appropriate sub-category.

Originally, T-tests were planned to statistically analyze any significant differences in age and G.P.A., and chi-square to analyze differences between the two major groups on answers to questions 6 and 7. However, the way in which the sample eventually was divided into small groups violated the conditions needed for chi-square (expected value of at least 5 per cell). The relatively few males in the sample, the small numbers of respondents in each subcategory and the nature of self-reported data discouraged a statistical analysis; rather, the goals of the study--to verify or refute the existence of certain teacher motives, the categorization of teacher motives, and the description of a group of soon-to-be teachers--were best served by a non-quantitative examination.

Following are the results of this study.

Results and Discussion

Questions 4 & 5: Why did you choose to earn a teaching credential? I want to be a teacher because....

These are the questions this study was most concerned with. The answers to these questions, by and large, indicate students' motives for entering teaching. Unfortunately, some students responded sarcastically: "I can't teach without one; the state makes the rules." But, overall, students

appeared to report their motives as honestly as they could. (Appendix III has the verbatim responses for the subjects in this study.) As reported in an earlier section of this paper, the responses to question 4 were categorized as falling into one of three categories: Positive (potentially detrimental or not) motives; Negative-Detrimental-Motives; Ambivalent Motives. Ambivalent motives were those unable to be categorized in either direction. If a student had two reasons, one positive, one negative, I classified that person as negative. For example, number 23 noted: "I enjoy sharing knowledge and want to have the summers with my children." Since any number of careers could include sharing knowledge (librarian, nurse, etc.) but only teaching always offers free summers, that response was classified as fulfilling a negative stereotype. Table 2 reflects the categorization of responses to question 4.

Table 2
Categories of Response to the Question: Why Did You Choose to Earn a Teaching Credential?

	Negative-Detrimental-Stereotypical Motives	Ambivalent Motives	General, Positive Motives
Student #'s	2; 3; 4; 5; 23; 33; 39; 45; 49; 52; 56; 58; 63.	1; 43	All other subjects
Totals: 64	13	2	49

Question 5 was used as a source of additional and/or reinforcing information; this question was not analyzed separately from the previous question. (Appendix III) The questionnaires were initially numbered in random order within semesters: students 1 through 20 attended Fall 81; students 21 through 43 represent Spring, 1982; students numbered 44 through 64 completed the program Fall, 1982. Coincidentally subjects 2 through 5 constitute the

first four papers categorized as negative stereotypes, with person 2 providing the most extreme example. The 13 students classified in this category fell into one of three sub-categories: A. Those who perceived themselves as unable to do anything else. B. Those wanting/needing a back-up or safety net. C. Those seeing teaching as fulfilling some personal need. The responses will now be discussed depending on their classification into each sub-category.

Table 3

Sub-Categories of Subjects Classified as Responding in a Detrimental Stereotypical Mode

Sub-Category	A Perceives Self as Having No Other Options	B Perceives Teaching as a Back-Up Option	C Perceives Teaching as Meeting Non-Professional Personal Needs
Subject #	2, 33, 45, 49 (4)	3, 4, 5, 39, 52, 63 (6)	23, 56, 58 (3)
	$\overline{\text{Age}}$ 26.75	23.5	29.6
	$\overline{\text{G.P.A.}}$ 3.38	3.08	3.27
	M = 2 F = 2	M = 1 F = 5	M = 2 F = 1

A. Perceives Self as Having No Other Options (#2, 49, 33, 45)

Subject 2 fulfills all the stereotypes used by detractors of teachers when he states he is working toward a teaching credential because "I shot my

other options (accidentally)," does not expect to make teaching a life-long career, and doesn't know why he wants to be a teacher. Fortunately, this person is in the minority. Unfortunately, he is involved in teacher preparation at all; I am hard-pressed to imagine that he will ever "mature" and become a "credit" to the profession." (A follow-up study on person 2, as well as others in this sample, would make a valuable contribution; nevertheless, in this instance that is not possible.)

Subjects 33 and 45 share several similarities. Both are females who somewhat agree they expect to make teaching a life-long career and strongly agree they expect to enjoy teaching. Also, their answers to questions 4 and 5 border on ambivalent. They imply a sense of powerlessness; they do not state that preferred avenues are out of the question. At the same time they are resigned to teaching and are not seeking a credential as a "back-up" but as a substitute. Subject 33 with a 3.9 G.P.A. certainly sounds capable of achieving other goals if she so chose.

Student 49 shares with Student 2 a belief that teaching is an option to replace what he <u>really</u> wants to do. His sarcastic answer to question 4 is clarified by his response to the final question: "I am too old to be a 'cub' reporter...."

As a group, the four students in this category had the highest composite G.P.A. (largely a result of subject 33's 3.9), were slightly older than the group as a whole, and represented two males and two females. Their common denominator, if any, was their feeling that teaching represented their only viable career choice.

B. Perceives Teaching as a Back-Up Option (#3, 4, 5, 39, 52, 63)

This subgroup represented the largest of the three. Their ages and G.P.A. reflected the group as a whole. They differed from the other two groups, however, in that the other sub-groups were distributed evenly between males and females but sub-group B was comprised of five women and one man. Subject 3 reports: "It is a safety measure in case other plans do not work out." She further indicates some disagreement that she will ever teach. Unfortunately, her rather mediocre G.P.A. (2.49), depending on her first choice, might find her knocking on the doors of school district personnel offices--hardly a situation encouraging high morale, commitment or productivity. Sadly, this individual is likely to be used by detractors of the profession as the example to prove teachers are not smart, ambitious, or committed to their careers.

Subject 4 ranks with subject 2 in honesty, high G.P.A. , and stereotypical motives though within a different sub-group. As reflected in Tables 2 and 3, she views teaching a semi-desirable, easily attained, option. She, like subject 2, and subject 39 (also in this sub-category) were the three out of 64 students who indicated they never expected to make teaching a life-long career. Others at least entertained the possibility. At least, unlike #2, #4 does not view teaching as a last-chance option. Hopefully, she will achieve in her preferred career choice and spare schools and students her lukewarm attitude.

Subject 5 almost falls into the ambivalent category. Students such as he may or may not develop a sense of commitment, although teaching appears to be a choice for want of a more realistic goal. (Elsewhere on the questionnaire, this student indicated he would prefer to be a writer or pro-football player. I can only assume his comment was made in jest.) At any rate, his answer to question 4 indicated a lack of direction.

Subjects 39 and 63 both express a fear they may fail in a more highly preferred profession. In both cases, I find it remarkable that they perceive teaching as the "sure-thing," easier to succeed profession, and are willing to spend the time and energy to earn a teaching credential when they could be pursuing a first-choice vocation. In addition, #39 indicates she strongly disagrees that teaching will be a life-long career. Conversely, #63 somewhat agrees it will. Since #63 explicitly states her true interest is in being a librarian, I assume she feels discouraged by lack of job opportunities. Her G.P.A., 3.1, indicates her intellectual ability for a library science degree, but at 31 years old, she may feel too 'old' to wait for a job opening.

Person 52 could also fit into an ambivalent category in that her responses to 4 and 5 are "I think it will be a valuable thing to have." "I enjoy working with kids." However, her response to question 7, (See table 5) somewhat disagree, leads me to the conclusion that, like others in the sub-group, she sees a teaching credential as a "back-up" to other plans.

This sub-group is most interesting for three reasons. First they represent almost half of (6 of 13) the total group of negative stereotypes; their mean ages and overall G.P.A. reflect the group as a whole, and with one exception, they are women. In one sense, they are vestiges of the time when women as a group were counselled to "pick up a teaching credential in case other things don't work out." Unlike the other two groups who by chance or

choice see teaching as their most satisfying alternative (for whatever reasons), group B respondents sound as if they hope never to have to teach.

C. Perceives Teaching as Meeting Non-Professional Personal Needs (#23, 56, 58)

The final sub-group of three people are those who chose teaching as meeting non-professional personal needs. As might be expected, these three were older than most of the other students (age = 29.6). It appears they have either tried other careers, postponed their formal education, and/or matured into a second-career decision. On the surface, their motives sound crassly practical "to have summers with my children," "to seek job security," etc. However, perhaps more than the other two groups, this one represents a qualitative difference in motives. These individuals are striving toward a teaching career because of choice and perhaps a clearer sense of self, reality, and the role of work in their lives whether others agree or not with their reasons. For example, Subject 23 provided the answer used so frequently by those arguing against better salaries for teachers--after all, they only work nine months a year. On the one hand, I must admire the honesty and realism of this 32-year-old mother when she states she chose teaching to wed her interests of sharing knowledge and time with her children. Even at that, she somewhat disagreed that she expected to make teaching a life-long career. In fact, two of the three in this group do not intend making teaching a life-long career. Nonetheless, one might surmise that they would approach teaching with more enthusiasm than the other groups as long as the profession met their personal needs as they had anticipated.

Question 6. I expect to enjoy teaching.

With the exception of one student every participant in this study marked strongly or somewhat agree to this question.

Table 4

	Strongly Agree	Somewhat Agree	No Answer
N = 64 X = 1.35	41	22	1

Approximately two thirds of the students strongly agreed that they expected to enjoy teaching. This variable was the one that best describes the group as a whole--they are entering into the teaching profession for whatever reasons or for however long with the expectation of enjoying the experience.

Table 5
Responses to Question 7 : I expect to make teaching a life-long career

	1 Strongly Agree	2 Somewhat Agree	3 Somewhat Disagree	4 Strongly Disagree	No Answer
	13	28	17	3	3
Totals: N = 64 X = 2.2	N = 41 $\bar{X}$ = 1.68		N = 20 $\bar{X}$ = 3.15		N = 3

The results of question 7 can be discouraging at first glance. That is, the overall mean indicates that as a group, these students do not plan to make teaching a life-long career. Their mean score (2.2) falls between somewhat agree and somewhat disagree. However, as the means indicate within each group, those who expect to teach do so more strongly than somewhat

(1.68) and in greater numbers than those not expecting to teach for a protracted time period. In fact, over two-thirds of the entire group see teaching as a life-long commitment. Out of 64, three had no intention of teaching for any length of time and three did not respond. This finding defies conventional wisdom that most teacher candidates view teaching as a temporary or safeguard profession in case "nothing better comes along," or until "something better comes along."

Summary

Overall, two groups of secondary English/language arts credential candidates emerged over three semesters: Those who responded to two open-ended questions concerning their motives for earning a teaching credential in a positive, albeit superficial, way, and those who echoed negative-detrimental-stereotypical reasons for doing so. The two groups did not differ dramatically in age or overall self-reported G.P.A., nor did they differ in their expectations to enjoy teaching. However, in significant ways, they were different in their attitudes about teaching as a life-long career. In fact, not one student in the NDS group put strongly agree to the question "I expect to make teaching a life-long career"; five put somewhat agree, five put somewhat disagree and three put strongly disagree with an overall average of 2.85 (somewhere between somewhat and strongly disagree). On the other hand, not a single student from the positive group chose strongly disagree on this question, thirteen chose strongly agree, and this group averaged 1.98 (somewhat agree). (See Table 6).

Subsequent to dividing the larger group (N=64) into positive and negative motives, those in the latter group (N=13) were further subdivided into three groups--depending on their expressed motives. The sub-group choosing a

Table 6
Overview of Students Offering Negative Detrimental Stereotypes

Student #	Age	Sex	G.P.A.	#7	#6
2	24	M	3.5	4	2
3	21	F	2.5	3	1
4	21	F	3.6	4	2
5	24	M	3.0	3	2
23	32	F	3.55	3	2
33	28	F	3.9	2	1
39	23	F	2.9	4	2
45	23	F	3.1	2	1
49	32	M	3.0	2	1
52	21	F	3.4	3	2
56	29	M	3.25	3	1
58	28	M	3.0	2	1
63	31	F	3.15	2	2
13	$\overline{25.9}$	F=8 M=5	$\overline{3.22}$	* $\overline{2.85}$	$\overline{1.54}$
Non-Neg. 51	$\overline{23.4}$ NA=1	F=43 M=8	$\overline{3.22}$	* $\overline{1.98}$ NA=1	$\overline{1.30}$ NA=1
All 64	$\overline{23.9}$	F=51 M=13	$\overline{3.22}$	$\overline{2.2}$	$\overline{1.35}$ NA=1

* The major difference between these two groups is their stated likelihood of making teaching a life-long career. (Column heading #7)

teaching credential as a "back-up" was the larger of the three and represented just under 50% of the total sample.

Altogether, twenty percent of the teaching credential candidates queried fulfilled motivational stereotypes echoed in the popular press. Of these 20% certainly some will enter and remain in other professions. Therefore, the teacher frequently described as incompetent, unmotivated, a failure at other careers, etc., hardly describes this population of student teachers. In fact, 50 of the 64 had at least a 3.0 G.P.A., so one could hardly accuse them of lack of success in college requirements; eighty percent of these students have done well competing academically with students in other colleges; only eleven hours of education courses are typically taken before the student teaching semester. They are looking forward to teaching and are expecting to make education a long-term career. Most of these students are beginning their careers with enthusiasm, high expectations, a feeling of commitment, and no evidence to support the claim "If you can't do, teach," ad nauseum. What happens to these candidates after entering into the profession, what they say in the teachers' lounges, and what they report at cocktail parties, may reinforce all the negative stereotypes floating around. Until that time, however, educators and the public can feel confident and pleased with this particular group of student teachers; hopefully, they are a reflection of other groups.

Limitations of the Study

Three major problems face the present study. First, the sample may not be generalizable to other groups of student teachers. In fact, I am certain that these students do not reflect individuals in elementary education programs, students at different kinds of teacher training institutions or

students in other subject matter fields. Nonetheless, this group probably describes rather well other groups of secondary English language arts credential candidates at other major public state universities. Additional studies need to be conducted with other groups of students to either verify or contradict the findings of this study.

Second, any study based on self-reporting questionnaires is limited by the honesty and memories of the respondents. Possibly, a major difference between the two groups of students in this study is that the thirteen students admitting negative motives were more honest with both themselves and the investigator. The students reflecting positive motives might be repeating what they believe the researcher wants to hear. A more extensive questionnaire with the same questions asked different ways might probe the issues more deeply. One can only hope that respondents are replying as best they can; because we can never really be certain of subjects' honesty is not sufficient reason to dismiss them and their answers as legitimate sources of information.

Third, the sizes of subgroups made stringent statistical analyses inappropriate which could have added information and power to the findings of the study.

Conclusion

The data deny that, as a group, preservice English/language arts secondary credential candidates reflect the negative stereotypes found in the popular press.

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APPENDIX I

Student No. _____

1. Age _____
2. Approximate GPA _____
3. Sex _____
4. Why did you choose to earn a teaching credential?

5. I want to be a teacher because _____

_____

Please respond to questions 6 & 8 by circling the appropriate number:

1 = strongly agree
2 = somewhat agree
3 = somewhat disagree
4 = strongly disagree

6. I expect to enjoy teaching 1 2 3 4

7. I expect to make teaching a life-long career. 1 2 3 4

APPENDIX II
SUMMARY OF RESULTS

1 = strongly agree
2 = somewhat agree
3 = somewhat disagree
4 = strongly disagree

Student #	Age	Sex	G.P.A.	Question #7*	Question #6*
1	-	M	--	2	1
** 2	24	M	3.5	4	2
** 3	21	F	2.5	3	1
** 4	21	F	3.6	4	2
** 5	24	M	3.0	3	2
6	35	F	2.8	1	1
7	22	F	3.7	1	1
8	20	F	3.2	2	1
9	21	F	3.2	2	2
10	22	F	2.9	2	1
11	21	F	3.7	2	2
12	21	F	3.2	2	2
13	32	F	3.7	2	1
14	25	M	2.8	3	2
15	21	F	3.2	1	1
16	21	F	2.9	1	1
17	27	F	2.8	2	2
18	26	F	3.1	3	1
19	22	F	3.3	3	2
20	21	F	3.6	1	1
21	24	F	3.7	3	2
22	21	F	3.0	3	2
** 23	32	F	3.5	3	2
24	25	F	2.9	2	2
25	22	F	3.8	2	1
26	21	F	2.7	3	no ans.
27	21	F	3.5	2	1
28	21	F	3.5	1	1
29	29	M	2.3	1	1
30	22	F	3.6	2	1
31	30	F	3.5	2	1
32	22	F	2.6	no. ans.	2
** 33	28	F	3.9	2	1
34	21	F	3.8	1	1

Student #	Age	Sex	G.P.A.	1 = strongly agree 2 = somewhat agree 3 = somewhat disagree 4 = strongly disagree Question #7*	Question #6*
35	34	M	3.0	1	1
36	28	M	3.3	2	2
37	21	F	3.9	2	1
38	22	F	3.0	3	1
** 39	23	F	2.9	4	2
40	22	F	2.4	no ans.	1
41	26	F	3.8	2	1
42	25	F	3.0	3	1
43	22	F	3.1	3	1
44	22	F	3.9	3	2
** 45	23	F	3.1	2	1
46	22	F	3.0	3	2
47	21	M	3.2	2	1
48	24	F	3.0	2	1
** 49	32	M	3.	2	1
50	22	M	2.9	2	1
51	21	F	3.6	1	1
** 52	21	F	3.4	3	2
53	22	F	3.4	1	1
54	23	M	3.2	2	1
55	22	F	3.2	no ans.	1
** 56	29	M	3.3	3	1
57	21	F	3.1	2	2
** 58	28	M	3.0	2	1
59	26	F	3.4	2	1
60	23	F	3.5	2	1
61	21	F	3.3	3	2
62	22	F	3.4	1	1
** 63	31	F	3.1	2	2
64	22	F	2.8	1	1
Summary:	$\overline{Age}$/23.9	F=51 M=13	$\overline{GPA}$=3.2	Avg. Resp. 2.2	Avg. Resp. 1.35 No ans=1

*See Appendix I for Questions.

**Respondents categorized as negitive-detrimental-stereotypes

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Student #	Question #4: Why did you chooose to earn a teaching credential?	Question #5: I want to be a teacher because _____
1	Variety of reasons	It is a challenging prof.
2	I shot my other options (accidentally).	?
3	It is a "safety" measure in case other plans do not work out.	I feel I have something to offer students in maintaining an interest in Gov/Eng.
4	I enjoy high school kids and I also enjoy journalism, and since I had some extra time in my schedule, I decided someday I might want the option. (Like when I'm 50 want a less time-consuming job.)	I would have 3 months off a year and work less hours than PR.
5	I thought it would be a good experience, that I'd learn a lot--that I might make it my permanent career and, if not, it would be good to do for 2-3 years.	
6	I wanted to work with visually handicapped people.	I want to help blind students.
7	I really like to teach. The look on a student's face when he suddenly "understands" something I have been hammering away at for weeks--that's accomplishment.	I like it, I feel that I do it well.
8	I have always enjoyed teaching others new things, even when I was small. In high school I was given my own little class, through which I learned I really wanted to teach.	I like to help others learn what I have been fortunate to learn ahd give them the incentive to learn individually.
9	I enjoy helping people understand things that they do not know or are unsure about. I also enjoy working with children.	I enjoy working with children.
10	I have always enjoyed teaching and being around children.	I want to teach and interact with children.
11	I have always desired to be an educator. Also, I felt that, given my interests, teaching would be the most fitting career for me.	I want to share my interest in literature and English with students and help them develop their competencies.

APPENDIX III (Continued)

Student #	Question #4:	Question #5:
12	Because I have always enjoyed my English teachers and admired their freedom and inventiveness in class. Also, I would like the opportunity to work with U.I.L. students in English-related competitions.	I have seen too many jobs/professions where the job loses interest appeal. I think teaching offers a good deal of flexibility most professions don't offer.
13	I believe that I already have some skill in working with students and in fact enjoy trying to share my enthusiasm for the discipline.	I believe I will be good.
14	I want to teach. I just hope I can endure the bullshit before I get there.	I like working with people. I would like to help adolescents discover themselves.
15	Because I believe I can be a good teacher.	I think I can make a difference....
16	I have always wanted to be a teacher, because I like to help children and young adults learn.	I believe that I have the right qualifications and want to use those to do something I like.
17	I have spent years tutoring my younger sister successfully. Also enjoyed volunteer work in a special reading project at Brykerwoods. But especially decided to earn teaching credential after admiring and benefitting from a few excellent English professors and innovative methods they used.	In high school I made good grades but don't remember being particularly inspired by any of my teachers. I observed my sister's high school education also. She was a poor student and never felt encouragement from teachers. So I feel that I can relate to these two different type students and their needs.
18	I enjoy teaching.	I enjoy it.
19	Have always been fascinated by what goes on in a classroom: not necessarily romantic/dynamic notions, but just an interest in the communication-system that a classroom is. Also loved school most of my life! Somehow took it for granted that someday I'd teach.	I thought I would like teaching and all my previous experiences would suggest that I'll love it!
20	I have always wanted to teach. Job fulfillment is more important to me than other factors. Nothing could seem more rewarding and stimulating than teaching!	I desire to work with young people and try to make a difference. Also, I want to have a job that is constantly challenging.

APPENDIX III (Continued)

Student #	Question #4:	Question #5:
21	I have always been interested in working with others and enjoy sharing information.	I feel I have something to offer and the ability to offer it.
22	I loved kids and I wanted to work with them.	You are involved with kids.
23	I enjoy sharing knowledge and want to have the summers with my children.	It is a learning experience whose time has come for me.
24	Because I want to teach.	I enjoy the sense of fulfillment from seeing students grow and learn.
25	To maybe help improve the teaching profession and the public view of it.	I like to hear myself talk and I have something to talk about.
26	I thought I would enjoy it.	I believe I would enjoy and be a good teacher.
27	I've always enjoyed helping other students: tutoring, teaching ballet, Sunday School, etc.	I think I will enjoy it.
28	I've always wanted to be a teacher and live overseas, so being an English teacher opens both doors.	I enjoy being around people and imparting what I know to them.
29	I basically enjoy kids and feel that they should be provided a chance to learn from a <u>ooncerned individual</u>.	I felt the positive influence of many good teachers in my life.
30	I can think of no higher satisfaction gained other than that of relating my knowledge, skills to others. Through teaching, I can do this.	
31	I had had other jobs I didn't like--I was casting about for something else in my mind. Some kind of service position appealed to me. Teaching offered opportunity to be useful to others and to exercise my own creative desires.	I think it fulfills my need for a career with unselfish ends and ego-sustaining means.
32	It's something I've always wanted to do. It's a means of having a direct impact on people's lives as opposed to working with computers, for example.	I think many students have never been turned on to English the way I was, have never learned to read or write well or even think, and I would like to help change that

APPENDIX III (Continued)

Student #	Question #4:	Question #5:
43	I am very much interested in educ. TV--I have a degree in Radio-TV-Film. I have always considered becoming a teacher and I hope to be able to use my experience as a teacher in my other field in the future.	I would like to teach the students reasons for what they are learning. I never felt I received that. Plus I work very well and enjoy other people.
44	Because I feel that what I have learned (a lot) about communicating and I feel that I should pass that on.	I can relate material to students well--I also usually know when someone doesn't understand or isn't following me.
45	I found that my English degree by itself was not as useful.	I think I will enjoy sharing knowledge with students.
46	I've wanted to be a teacher for quite a while, and the course I am taking seems to be the best one.	I want to help kids understand their world better (through literature).
47	I think teaching is a profession that I can enjoy.	I enjoy helping kids learn--I see teaching as one of the few professions where you actually attempt to do something that has positive effects.
48	Because I want to teach. It intrigues me. It is a challenging profession. It takes work to teach well.	I enjoy teaching. I feel I do it well.
49	I can't teach without one.	I'm too old to be a "cub" reporter--I also want a job with supervisory responsibility.
50	I felt I had abilities that would suit teaching.	I feel I have the tools to do a good job.
51	Because I feel that teaching is the career that God has prepared me for and He has continued to open doors that lead in that direction.	I feel God has blessed me with the talents, determination, and devotion needed to shape minds and characters.
52	I think it will be a valuable thing to have.	I enjoy working with kids.
53	Want to teach	I want to communicate knowledge.
54	I wanted to teach and it was a necessary requirement.	It combines my interest with a desire to be of service to people.

APPENDIX III (Continued)

Student #	Question #4:	Question #5:
55	It was the field that most interested me. I like young people and teachers I have had have made a real difference to me.	I feel I could make a difference in some kid's life.
56	To increase, improve employment possibilities.	I like working with kids and I seek job security.
57	I feel I can contribute more in this field than could in business or engineering, etc.	I feel that I will think more highly of myself and feel better about myself in general.
58	So I could keep in touch with Lit., have more time to write and work in an air conditioned place without selling out to business. I love kids because I have an excellent memory and I believe I have the means to interest them in English Lit. through humor, drama, & music.	I have knowledge of my subject and I am willing to give it with patience and compassion.
59	Because I enjoy working with kids. I also think it will be a very rewarding experience.	I have taught before and enjoyed it.
60	1) a profession; 2) love lit. and hope some kids will; 3) I feel I can be an effective teacher.	I enjoy the kids and what I will be teaching and feel I could be effective.
61	I would like to teach--I feel I would be good at it. It is a really good field for me, I think.	I feel I have the qualities of a good teacher and I enjoy teaching.
62	I have always desired to teach.	I enjoy helping people to understand that which they did not before.
63	I really want to be a librarian. I believe in reading and its benefits and I want to encourage as many young people as possible to enjoy reading and books.	I like kids and want to help them get as good a start with their lives as possible.
64	Because I have always wanted to be a teacher as long as I can remember, except once for about a week when I wanted to be president of a university.	It seems to be a rewarding, although frustrating, career.

APPENDIX III (Continued)

Student #	Question #4:	Question #5:
33	I had hoped to teach on the college level but with funding cutbacks I felt this would be a similar and a useful alternative.	It is something at which I have already experienced some degree of success.
34	I've never wanted to do anything else but teach. I enjoy English and speech--I want others to know the same enjoyment.	I enjoy my subject matter and enjoy learning more about them--students often have original, insightful views on material a teacher considers to be stale.
35	I wish to return to the teaching profession.	I love to read and talk about what I've read. I love to help people learn.
36	I feel I can reach high school kids, that I can help them learn to like reading and writing more, and thereby help them grow in a different way.	I believe I have talents and concerns conducive to effective teaching.
37	I want to teach and feel I will be good at it--it's a career choice.	I think in the long run it is a career that offers me more change and experience than any other I could choose.
38	I have wanted to be a teacher all my life.	I am very interested in young people and have been told that I have the ability to be a good teacher.
39	As a backup career in case my first-choice career does not work out.	It's a back-up career but I do believe I could handle it if I had to.
40	I love to "teach."	I think kids are very important to society, that in fact they are society's most precious asset and should be nurtured intelligently as well as lovingly.
41	I taught for a year in a public high school (Latin I & II) and found myself enjoying the experience.	It will keep me in constant touch with the academic world and allow me at the same time to show to young minds some of the paths to understanding and wisdom that I have discovered through my own studies & experience.
42	Because I love English and hope to be able to pass on some knowledge of it, and to pass on to students the value of it.	I want to pass on some of my knowledge and high value for English, and I want to learn!